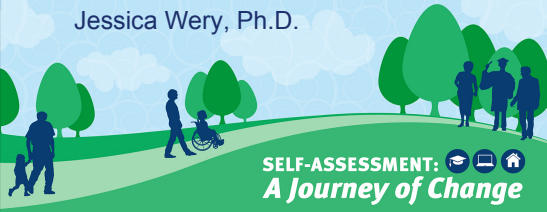



66TH CONFERENCE ON EXCEPTIONAL CHILDREN

## Teaching Students to Read *BIG* Words

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**SELF-ASSESSMENT:**  *A Journey of Change*

PUBLIC SCHOOLS OF NORTH CAROLINA  
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### What is syllabication?

- The act, process, or method of forming or dividing words into syllables.

<http://www.merriam-webster.com/dictionary/syllabication>

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## What is included in syllabication instruction?

- Knowledge of a syllable
- Knowledge of schwa vowel
- Knowledge of 6 syllable types
  - Definition
  - Identification
  - Vowel Pronunciation
- Knowledge of dividing words into syllables
- Knowledge of syllable accents

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## Why teach syllabication?

- About 80% of the words in the English language are phonetically regular, thus, these words can be categorized as one of the syllable types or as a composite of different syllable types.
- Knowledge of syllables types provides students with an organizing tool for decoding unknown words at both the mono- and multi-syllabic levels.
- Vowel are unstable with more than one sound, thus, syllable types provide the reader with clues about the vowel sounds in words.

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## What does the research on syllabication say?

- **Diliberto, Beattie, Flowers, & Algozzine (2009)** found a statistically significant difference in word identification, word attack, fluency, and comprehension between middle school students receiving instruction in syllabication (intervention group) verse students that did not receive instruction in syllabication (control group). Students in the intervention group performed better on word identification, word attack, and comprehension tests. Additionally, their rate of change with WRCM was steeper from pretest to posttest than the control group.

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## What does the research on syllabication say? (continue)

- **Lenz & Hughes (1990)** found the the students using *Word Identification Strategy* (Lenz, Schumaker, Deshler, & Beals, 1984) reduced their number of mispronunciations, substitutions, and omissions occurring in oral reading.
- **Archer (1981)** found that students receiving instruction in syllabication skills scored higher on multisyllabic word reading and multisyllabic reading context posttests.

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## What is a syllable?

- The smallest unit of speech that contains ONE vowel SOUND.

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## What is a schwa vowel?

- /ə/
- Vowel sound in an unaccepted syllable

Syllabication has two schwa vowels...can you find them?

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## What are the six syllable types?

- Closed (cvc)
- Open
- Silent e (magic e)
- Vowel team (vowel digraph)
- Vowel r (bossy r, r controlled, crazy r)
- Consonant-l-e (c-l-e) – Final Stable

**\*\*Helpful mnemonic CLOVER**

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## C-L-O-V-E-R

- C** - CLOSED SYLLABLE  
**L** - CONSONANT-LE SYLLABLE  
**O** – OPEN SYLLABLE  
**V** - VOWEL TEAM SYLLABLE  
**E** - VOWEL-CONSONANT-SILENT E SYLLABLE  
**R** - R-CONTROLLED SYLLABLE

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## SYLLABLE TYPE DEFINITIONS AND ORDER FOR TEACHING

1. CLOSED: ends with a consonant; short vowel sound
2. OPEN: ends with a vowel; long vowel sound
3. VCE: vowel-consonant-e pattern, long vowel sound, e is silent
4. VOWEL TEAM: two vowels together (diphthongs and vowel combinations)
5. R-CONTROLLED: vowel R
6. CONSONANT-L-E: also called final stable syllable, occurs in a two or more syllable word – consonant-l-e

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### What is the 4-step Division Process?

(Diliberto, J.A. (in press). *Taking on tough words*. Attainment Company, Inc. Verona, WI.)

1. Separate the prefix and suffix
2. Label the vowels and consonants in the word.  
(ALWAYS start labeling with the 1<sup>st</sup> vowel.)
3. Look for patterns.
  - VC/CV
  - V/ICV or VCV
  - VC/CCV or VCC/CV
  - V/V
  - /cle
  - Prefix/
  - /Suffix
4. Read the word.

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### What are the three accenting patterns we follow when accenting words with more than one syllable?

(Diliberto, J.A. (in press). *Taking on tough words*. Attainment Company, Inc. Verona, WI.)

- 1. Accent the root of the word. Prefixes and suffixes are usually not accented.
- 2. If the root word is a two syllable word, then the first syllable is usually accented.
- 3. When the word contains three or more syllables that end in a VCe syllable pattern, then there is usually one syllable between the accented syllable and the VCe syllable.

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### Practice...

- |                   |                        |
|-------------------|------------------------|
| • Presentable     | • Pre/sent/able        |
| • Hospitalization | • Hos/pi/tal/i/za/tion |
| • Porcupine       | • Por/cu/pine          |
| • Horticulture    | • Hor/ti/cul/ture      |
| • Component       | • Com/po/nent          |
| • Architecture    | • Ar/chi/tec/ture      |
| • Procedure       | • Pro/ce/dure          |
| • Pretentious     | • Pre/ten/tious        |
| • Evidence        | • Ev/i/dence           |
| • Circumstantial  | • Cir/cum/stan/tial    |

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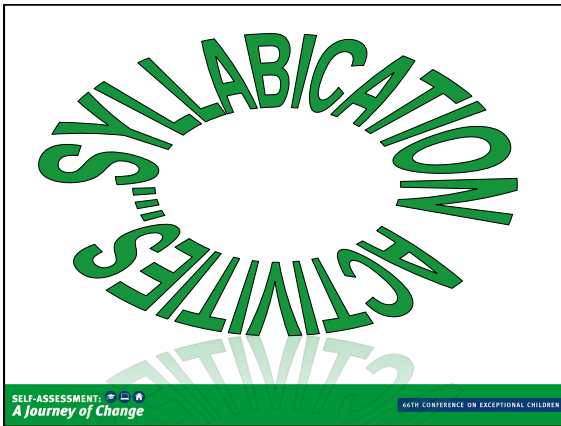
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